

Child Induction and Settling In Policy

Little Lanes Out of School Club

Version: October 2026 | Applies to breakfast and after-school club

Our commitment

Little Lanes welcomes each child as an individual and supports them to settle at their own pace. We work with children and their parents or carers to help them feel safe, included and confident. Children will not be expected to settle within a fixed period or take part in an activity before they feel ready.

Before the child starts

We encourage parents and carers to arrange a visit with their child before the first session. This provides an opportunity to meet staff, explore the Club, ask questions and discuss any worries. Visits are arranged with management so that staffing and supervision remain suitable.

Parents and carers complete registration on iPAL and provide current emergency contacts, authorised collection details, relevant permissions and information about the child's health, allergies, medication and support needs. Staff check that essential information and any necessary care arrangements are in place before the child is left in our care.

We ask about the child's interests, communication, comfort strategies, dietary needs, toileting and any additional needs or previous experiences that may affect settling in. Information is shared with relevant staff securely and only where needed to support the child.

Where medication or a medical care plan is needed, follow the Medication and Medical Emergencies Policy. Where additional support is needed, agree suitable arrangements with the family and relevant professionals as appropriate. Staff explain the booked session times and school handover and collection arrangements.

Parents staying to support settling in

Where helpful, parents or carers may stay for an agreed period, including during the first week. The length and timing are agreed with staff and reviewed according to the child's needs. Staff and parents plan a calm handover and explain when the parent will return in a way the child understands.

Parents remaining at the Club follow the Visitors Policy, including logging the visit on iPAL and respecting confidentiality and restrictions on phones and photographs. They must not have unsupervised contact with other children and are not counted in staffing ratios.

A familiar member of staff

Each child covered by the EYFS will be assigned a key person, who will be introduced to the child and their parents or carers. The key person helps staff understand and respond to the child's needs and supports communication with the family. All new children will know which staff member they can approach for help, including when their usual familiar adult is absent.

Welcoming the child during their first sessions

Staff introduce information gradually, using language, demonstrations or visual prompts suited to the child's age and understanding. The induction includes:

- Introducing staff on duty and explaining who can help. Introduce other staff and regular visitors as the child meets them.
- Showing the child the activity areas, toilets, handwashing facilities and where belongings are kept. Explain boundaries and any areas they must not enter.
- Explaining routines, including arrival, snacks, activities, school handover and collection. Children are shown how to ask for help and reminded to tell staff before moving to another permitted area.
- Introducing simple expectations about kindness, respect and keeping themselves and others safe.
- Explaining calmly what to do if the fire alarm sounds, the safe exit routes and where staff will take them. Staff remain responsible for guiding and supervising evacuation.
- Introducing other children and, where helpful and welcomed by the child, offering a suitable buddy to help them join in and find their way around. A buddy never replaces adult supervision.
- Offering familiar or preferred activities, opportunities to observe before joining in, and a quieter space within staff supervision where needed.

Individual support and inclusion

Staff adapt induction to the child's communication, language, sensory, disability, medical and emotional needs. This may include visual routines, a familiar adult, additional reassurance, an agreed comfort item or a gradual introduction to activities. Any changes to session length are agreed with parents and management in advance.

Staff check how the child is feeling, listen to their views and observe their comfort and engagement without pressuring them to participate. Information from parents and, where appropriate, the school helps staff provide consistent support.

If a child finds settling difficult

Staff respond promptly and calmly to distress. They offer reassurance and familiar support, check for an unmet need and discuss concerns with parents or carers. If distress continues or the child's needs cannot safely be met that session, staff contact the parent to agree the next steps, including collection where appropriate.

There is no fixed deadline for settling in. If difficulties continue, management and the family review what may help and agree a short support plan where needed. Record significant concerns, agreed actions and a review point; routine induction does not require a lengthy report. Seek additional professional advice where appropriate and follow safeguarding procedures if concerns about harm arise.

Approval and review

Adopted by: Little Lanes Out of School Club

Revised version approved on: October 2026 Review date: October 2027

Signed: MG Name and role: Megan - manager

This revision replaces the policy adopted on 1 September 2026. Review within 12 months of approval and sooner if needs, guidance or Club arrangements change.

References and related policies

Current EYFS framework for group and school-based providers (September 2026): key person, information about the child, information for parents and carers, and confidentiality and safeguarding. Read alongside Visitors, Safeguarding, Equalities Inclusion and SEND, Medication and Medical Emergencies, arrival and collection procedures, and Emergency Evacuation Fire Safety and Closure.